**ZEU 1163 LANGUAGE LEARNING STRATEGIES & STUDY SKILLS**

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| 1. | Nama Kursus (*Name of Course*) | | | | LANGUAGE LEARNING STRATEGIES & STUDY SKILLS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. | Kod Kursus (*Course code*) | | | | ZEU 1163 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. | Nama staf akademik (*Name of academic staff)* | | | | MOHD BAKRI BIN ABU BAKAR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. | Rasional pemilihan kursus untuk program (*Rational for the inclusion in the program*) | | | | This course aims for students to think and work strategically; to be more motivated in learning and have a higher sense of self-efficacy or confidence in their own learning ability. This, too, to develop learner-centred classroom and independent learner who can apply the skills and strategies for life-long learning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. | Semester dan Tahun Ditawarkan (*Semester & Year Offered*) | | | | Tahun Semester (T1S2) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. | Jumlah Waktu Pembelajaran Pelajar (*Total Student Learning Time*) | | | | 120 SLT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bersemuka (*Face to Face*) | | | | | | | | | | | | | | | | | | | | | | | | | | | Pembelajaran Berpandu & Kendiri (*Guided & Independent Learning*) | | | | |
| Kuliah (*Lecture*)  Tutorial (*Tutorial*)  Amali/ Demonstrasi/ Makmal (*Demonstration/Practical/Laboratory*)  Lain-lain (*Others*) | | | | | | | | | | | | | | | | | | K | | | T | | A | | | L |  | | | | |
| 42 | | | - | | - | | | - | 78 | | | | |
| 7. | Nilai kredit (*Credit Value*) | | | | 3 (3+0) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. | Prasyarat (*Prerequisite*) | | | | Tiada | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. | Objektif (*Objectives*) | | | | This course aims to:   1. help the students to understand the aims and rationale of learning strategies as well as study skill employment; 2. prepare tertiary level students to function more effectively in their academic pursuits by employing learning strategies or “learning how to learn” (LHTL). 3. discuss the aims and rationale for promoting learner training/ESL learning strategies employment; 4. learn how to learn and study more effectively; and 5. employ and deploy learning strategies and study skills useful to them | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. | Hasil Pembelajaran (*Learning Outcomes*) | | | | At the end of the course, students will be able to:   1. demonstrate the Learning How to Learn (LHTL) concept in study skills 2. identify the previous theories and employ with the current learning strategies in different educational setting. 3. identify the effective learning strategies in teaching-learning of English as a second language. 4. apply the strategies of learning and study skills effectively in teaching English as a second language. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11. | Kemahiran bolehpindah (Transferable skills) | | | | Use the library and other technology facilities to obtain basic information | | | | Manage time and resources | | Work as a team | | Enhance critical and creative thinking skills | | Communicate effectively in basic speaking and writing | | | | Explain and justify competently some matters related to the study of sciences | | | Appreciate and criticize | | | | Identify and solve problems | | | | Identify and manage numbers accordingly | | Develop or create appropriate graphic presentation | | Overcome problems and achieve success | | |
| TS1 | | | | TS2 | | TS3 | | TS4 | | TS5 | | | | TS6 | | | TS7 | | | | TS8 | | | | TS9 | | TS10 | | TS11 | | |
| ✓ | | | | ✓ | | ✓ | | ✓ | | ✓ | | | |  | | |  | | | |  | | | |  | | ✓ | |  | | |
| 12. | Strategi Pengajaran-Pembelajaran dan Penilaian (*Teaching-learning & Assessment Strategy*) | | | | 1. At the beginning of the semester, students are informed of the learning outcomes, topics of study in detail and approaches and methods applied for this course. In addition, students are briefed on the assessments (summative and formative) and some aspects of teaching and learning procedures that need to be followed. 2. During lecture, students will be introduced and taught the four (4) integrated skills in language learning. Besides of the forms and functions of each skill, students are also exposed with the application that they need to consider for the progress of learning. 3. Students’ comprehension of each topic is assessed through formative or continuous assessments in week 4 and 10. Group coursework and individual that include presentation will be executed in week 13 (where appropriate). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13. | Sinopsis (*Synopsis*) | | | | This course discusses the aims and rationale of learning strategies as well as study skill employment. It also attempts to prepare students to be independent learners and take responsible for their own learning which is required in higher institution of learning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14. | Kaedah penyampaian (*Mode of Delivery*) | | | | Conventional (Lectures, group discussions and presentations – oral and written) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15. | Kaedah dan Jenis Penilaian (*Assessment Methods & Types*) | | | | Continuous assessment (60%)   * Pair work/Group - (20%) * Group coursework - (20%) * Test/Quizzes – Test 1 (10%); Test 2 (10%) | | | | | | | | | | | | | | | Final examination (40%)   * Structured questions (60%) * Essay (40%) | | | | | | | | | | | | | | | | |
| 16. | Pemetaan kursus kepada Tujuan Program / *Mapping of the course to the Programme Aims* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Learning Outcomes (CLO) | | | | | Domain of Programme Objectives | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pengetahuan/ Kognitif  *Knowledge / Cognitive* | | | | | | | | | | Kemahiran/ Psikomotor  *Skills / Psychomotor* | | | | | | | | | | | | | Sikap / Penghayatan & Tingkahlaku  *Attitude / Self Actualization & Behaviour* | | | | | | | |
| CLO 1 | | | | | ✓ | | | | | | | | | | ✓ | | | | | | | | | | | | |  | | | | | | | |
| CLO 2 | | | | | ✓ | | | | | | | | | | ✓ | | | | | | | | | | | | |  | | | | | | | |
| CLO 3 | | | | | ✓ | | | | | | | | | | ✓ | | | | | | | | | | | | |  | | | | | | | |
| CLO 4 | | | | | ✓ | | | | | | | | | | ✓ | | | | | | | | | | | | |  | | | | | | | |
| 17. | Pemetaan kursus kepada Hasil Pembelajaran Program / *Mapping of the course to the Programme Learning Outcomes* | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hasil Pembelajaran Kursus (CLO) | | Hasil Pembelajaran Program (PLO) | | | | | | | | | | | | | | | | | | | | | | | | Kaedah Penyampaian | | | | | | Kaedah Penilaian | |
| PLO1 | PLO2 | | | PLO 3 | | | PLO4 | | PLO5 | | PLO6 | | | PLO7 | PLO8 | | | PLO9 | | | PLO10 | | |  | | | | | |  | |
| CLO 1 | | ✓ |  | | |  | | |  | |  | |  | | |  |  | | |  | | |  | | | Lectures, Discussion | | | | | | Assignment  Assessment | |
| CLO 2 | | ✓ |  | | |  | | |  | |  | |  | | |  |  | | |  | | |  | | | Lectures | | | | | | Discussion  Assignment | |
| CLO 3 | | ✓ |  | | |  | | |  | |  | |  | | |  |  | | |  | | |  | | | Lectures | | | | | | Discussion  Assignment | |
| CLO 4 | | ✓ | ✓ | | | ✓ | | | ✓ | | ✓ | |  | | |  |  | | |  | | |  | | | Lectures | | | | | | Assignment  Presentation | |
|
| 18. | Rangka kandungan kursus dan jumlah waktu pembelajaran pelajar bagi setiap tajuk | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | Minggu | Tajuk/ Topik Kursus | | | | | | | | | | | | | | | | | | | | | | | Jam Bersemuka (F2F) | | | | | | | Pembelajaran Berpandu & Kendiri | | | |
|  | 1 | Introduction  LHTL-Background  The effectiveness of LHTL  Aims and rationale for promoting LHTL  Strategy employment  Strategy training  Effectiveness of strategy employment and training | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 6 | | | |
|  | 2 | Theoretical considerations in SL learning & teaching   * Behaviouristic view of language learning * Cognitive Learning Theory * Social Cognitive Learning Theory * Humanistic Psychology in language learning * Individual differences among learners | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 6 | | | |
|  | 3 | Needs analysis  Goal setting  Learner contract  Learner diary  Learning style preference | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 6 | | | |
|  | 4 | Learning Styles/ Multi-intelligences  Characteristics of good successful language learners | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 6 | | | |
|  | 5 | Definition of learning strategies  Direct & indirect strategies  Cognitive/ Metacognitive/ Socio-affective strategies | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 6 | | | |
|  | 6 | Planning & Self Management Strategies  Memory strategies  Listening & speaking strategies | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 6 | | | |
|  | 7 | Reading strategies  Vocabulary strategies | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 6 | | | |
|  | 8 | Time-management strategies  Study timetable  Dictionary skills | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 6 | | | |
|  | 9 | Writing strategies  Quoting skills  Writing Bibliography  Understanding footnotes | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 6 | | | |
|  | 10 | Grammar strategies  Group organization strategies | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 6 | | | |
|  | 11 | Note-taking skills   * Listen & take notes * Read & take notes * Using abbreviations | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 6 | | | |
|  | 12 | Library skills  Referencing skills/ IT skills  Test-taking strategies/ Examination skills | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 6 | | | |
|  | 13 | Presentation skills | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 3 | | | |
|  | 14 | Revision | | | | | | | | | | | | | | | | | | | | | | | 3 | | | | | | | 3 | | | |
|  |  | Jumlah Jam Pembelajaran | | | | | | | | | | | | | | | | | | | | | | | 42 | | | | | | | 78 | | | |
| 19. | Rujukan utama yang menyokong kursus (*Main references supporting the course*) | | | | | | | 1. Dickinson, L. (1992) Learner Training for Language Learning. Dublin: Authentik 2. Wenden, A & Rubin, J. (eds) (1997) Learner Strategies in Language Learning. Englewood Cliffs: Prentice Hall. 3. Ellis, G. & Sinclair, B. (2000) Learning to Learn English—A course in Learner Training. Cambridge: CUP. 4. Smith, M & Smith, G. (1990) A Study Skills Handbook. Oxford:OUP | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20. | Rujukan tambahan yang menyokong kursus (*Additional references supporting the course*) | | | | | | | 1. Chitravelu, N. et al (2004ed) ELT Methodology—Principles & Practice. Shah Alam: Penerbit Fajar Bakti. 2. Ng, K.S. (1995) Learning How To Learn in the Study of ESL. The English Teacher, Vol. XXIV: 69-83. 3. O’Malley & Chamot, A. U. (1990) Learning Strategies in Second Language Acquisition. Cambridge: CUP. | | | | | | | | | | | | | | | | | | | | | | | | | | | |